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ABSTRACT

This report summarizes priorities that Ontario teachers assigned to different professional learning activities and the extent to which they had participated in professional learning. Information came from a mailed survey of 599 teachers, randomly selected across the province, in 1999. Teachers read a list of 13 learning activities and rated them as priorities for the next 2 years. Teachers also discussed their participation in informal professional learning activities over the last 2 years, examining a list of 23 specific informal activities. Half of the teachers rated implementing new curriculum into student programs as a very important learning priority. Dealing with curriculum materials was the most important professional learning priority of 16 percent of the teachers. Most teachers engaged in a significant amount of informal learning activities. The most common informal learning activities related to reading. Teachers with reduced teaching loads for a year and those with more experience had higher participation rates than other teachers. For informal learning, unlike formal learning, there were no differences according to teacher gender, school location, or community size. The survey is appended. (SM)

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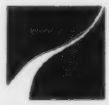

Ontario College of Teachers
Ordre des enseignantes et des enseignants de l'Ontario

Ontario College of Teachers: Professional Learning: A Survey by the Ontario College of Teachers

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Final Report

September, 1999

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INTRODUCTION

The priorities that Ontario teachers assign to different professional learning activities and the extent to which teachers have participated in professional learning is briefly summarized in this report. The information was collected in a mail-back survey conducted by the Institute for Social Research (ISR) at York University between March and May 1999. In total 509 teachers, randomly selected across the province, completed the survey for a return rate of 68 percent.

PROFESSIONAL LEARNING PRIORITIES

Teachers were provided with a list of 13 different learning activities and asked to indicate which of the activities were their first, second, and third priority for the next two years.[1] Table 1 details the priorities teachers assigned to each activity. Only one activity, *implementing new curriculum into student programs* was rated as either the first, second, or third professional learning priority by half of the teachers. Implementing the new curriculum was also the professional learning activity most commonly ranked as the single most important priority for teachers (161 or 32 percent of the teachers ranked it first). Dealing with *curriculum materials* was identified as the single most important professional learning priority by 80 teachers (or 16 percent of the teachers in the survey). Thus, in total, almost half of the teachers identified curriculum issues as being their single most important priority for the next two years.

About a third of the teachers identified three additional professional learning activities:

1, *managing student assessments and analyzing them to improve programs*
2, *dealing effectively with students with differing levels of ability*, and
3, *assessing and reporting student learning*

as being either their first, second, or third priority. The combined first, second, and third rankings, for each of the remaining priorities suggested to teachers in the questionnaire, did

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[1] A somewhat longer list was used provided in pretest questionnaire. The shorter list was based on the pretest results. Teachers had the opportunity to "write in" other priorities but very few teachers (about two percent) did so.

not total more than 28 percent. Three priority areas: *dealing fairly with students from diverse social and cultural background, becoming a more effective associate teacher or mentor,* and *improving communication skills* were rated as a first priority by few teachers (10 or 11 percent of teachers ranked them as a first priority).

Table 1: Ranking of Professional Learning Activities

Activity (n = 509)	# of times ranked 1-3	% of times ranked 1-3	# of times ranked 1st	# of times ranked 2nd	# of times ranked 3rd
implementing new curriculum into student programs	267	52	161	73	33
dealing effectively with students with differing levels of ability	185	36	58	65	62
managing student assessments & analyzing to improve programs	178	35	49	65	64
curriculum materials	175	34	80	60	35
assessing & reporting learning	164	32	43	59	62
knowing how to use computer technology in your program	145	28	39	50	56
teaching strategies	112	22	30	40	42
how to use computer networks like the internet for teaching	104	20	35	35	34
classroom management and student discipline	98	19	36	22	40
understanding how political changes affect schools	91	18	23	24	44
improving communication skills	57	11	15	22	20
dealing fairly with students from diverse backgrounds	50	10	17	19	14
becoming a more effective associate teacher or mentor	50	10	15	16	19

In addition to determining what professional learning activities are in demand by teachers, analysis was completed to determine if the demands varied according to teachers' gender and

years of teaching experience; whether the teacher taught in high school or in the younger grades; by the location of the school (downtown, suburban or rural); and by the size of the community in which the teachers school is located.

Table 2: Percentage of Teachers Ranking "Implementing new curriculum into student programs" as their First Priority According to Characteristics of Teachers and Location of their Schools

Characteristics	% of times 1st	% of times 2nd	% of times 3rd	total
Gender (p*=.298)				
female (n = 190)	61	29	10	100
male (n = 77)	60	23	17	100
Years of Teaching (p = .476)				
less than six (n = 46)	54	31	15	100
six to nine (n = 56)	59	32	9	100
ten to fourteen (n = 41)	63	25	12	100
fifteen to nineteen (n = 32)	75	9	16	100
twenty or more (n = 62)	57	30	13	100
Teaching Level (p = .077)				
not teaching (n = 35)	43	31	26	100
elementary and junior high	63	27	10	100
high school	62	26	12	100
School Location (p = .516)				
city (n = 59)	53	28	19	100
suburb (n=161)	63	27	10	100
rural (n = 47)	52	28	10	100
Size of Community (p = .169)				
one million or more (n= 54)	67	20	13	100
500,000 - 999,999 (n = 52)	65	27	8	100
100,000 - 499,999 (n = 64)	64	23	13	100
25,000 - 99,999 (n = 37)	43	33	24	100
less than 25,000 (n = 60)	57	35	8	100

* Probability for chi square (Pearson), values of .05 or less are statistically significant.

As can be seen in Table 2, there were no statistically significant differences in the likelihood that teachers would rank "implementing new curriculum into student programs" according to these variables. Note, for example, that the percentage of male teachers and female

teachers who rated "implementing new curriculum into student programs" as their highest priority for professional development, at 60 and 61 percent respectively does not vary.

There was somewhat more variation, according to the years they have been teaching, in the percentage of teachers who rated "implementing new curriculum into student programs" as their number one priority. The variation is limited and importantly no strong pattern of responses was found. For example, 54 percent of teachers with less that six years experience rate "implementing new curriculum into student programs" as their number one professional learning and only marginally more (57 percent) of those teachers with 20 or more years experience rated this as their number one priority.

Not surprisingly, those survey respondents whose main task was not teaching, were considerably less likely to rate "implementing new curriculum into student programs" as their number one priority (43 percent). However, among those survey respondents who did teach, there was almost no variation in the likelihood of rating "implementing new curriculum into student programs" as the number one priority. Sixty three percent for those teaching in the younger grades and 62 percent for those teaching in high school.

The results for school location and the size of the community in which the school is located show results similar to the other variables. That is, teachers in rural areas do not differ significantly from teachers in downtown areas and teachers from smaller communities do not differ from those in larger communities with respect to the percentage who rate "implementing new curriculum into student programs" as their number one professional priority.

In summary, more than one half of the teachers who participated in the research identified "implementing new curriculum into student programs" as their first, second or third professional priority. Dealing with "curriculum materials" was one of a number of other priorities that were identified by about one third of teachers. The results are robust in that prioritizing of the "implementing new curriculum into student programs" does not vary according to the characteristics of the teachers of the location of their schools. Efforts to assist teachers in "implementing new curriculum into student programs" will benefit all, not just a specific subset of teachers in the province.

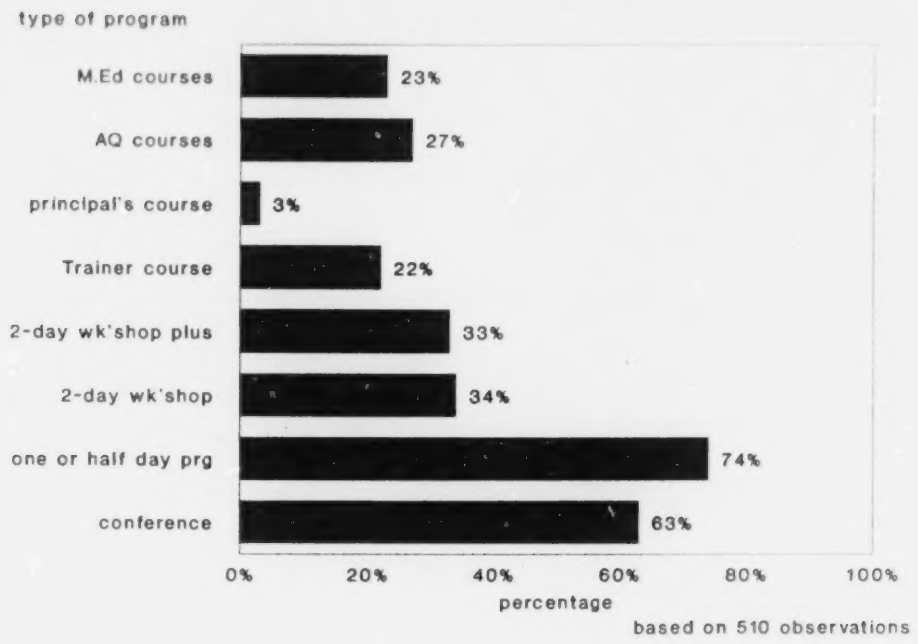
PARTICIPATION IN FORMAL LEARNING ACTIVITIES

In addition to being asked to prioritize a number of professional learning activities, teachers were asked about their participation in a number of formal learning programs in the 1996-97 and 1997-98 school years. The eight types of programs they were asked about included:

1, Course(s) toward a M.Ed. or some other university degree or additional courses relevant to your subject/speciality area;
2, Additional Qualifications (AQ) course(s);
3, Principal's or supervisory officer's course;
4, "Training the trainer courses" designed to teach you to teach other staff;
5, Courses or workshops lasting two days or more with scheduled follow-up activities;
6, Other courses or workshops lasting two days or more (without follow-up activities);
7, One day or half-day programs; and
8, Attending a conference/Institute in some way related to your work.

The percentage of teachers who had participated in each of these eight types of formal learning programs is depicted in Figure 1. The single most common type of formal program that teachers participated in over the past two years were "one day or half-day programs." It is likely that availability and the limited time demands made by one day or half-day programs, as compared to two day programs, or ongoing course commitments such as AQ or M.Ed courses help explain the high percentage of teachers who have participated in this type of formal learning program. Almost three-quarters of the teachers in the survey had participated in such a program. Close to two-thirds of the teachers reported that they had "attended a conference or institute" in the last two years.

Figure 1
Participation in Formal Programs



Considerably smaller percentages of teachers participated in the other six types of formal activities. About a third of teachers took a two day workshop or course with, or without, scheduled follow-up activities. About one quarter to one third of teachers participated in the remaining activities.

Most teachers participated in one or more activities . Only 38 or 8 percent of the survey respondents reported that they had not engaged in any of the eight activities in the last two years (Table 3). Just slightly under one-half (49 percent) of the teachers had taken one (18 percent) two (19 percent) or three (22 percent) formal programs in the last two years. Few teachers, only four percent, participated in six or more activities in the last two years.

Table 3: Number and Percentage of Teachers taking Formal Programs

number of formal programs taken	none	one	two	three	four	five	six to eight	total
number of teachers	38	92	97	114	79	66	24	510
percentage of teachers	8	18	19	22	16	13	4	100

The extent to which there was variation according to the characteristics of the teacher or the location of the school in which they taught, with respect to each of the eight types of formal programs is shown in tables 4 to 8. There is considerable variation, at a level of statistical significance, in participation according to the gender of the teachers (Table 4). Note that more women teachers participated in four of the activities (courses toward a M.Ed./university degree, additional qualifications courses, two day workshops/courses with scheduled follow-up activities, and two days workshops/courses without follow-up activities). The only formal programs that more males teachers participated in were conference attendance (but the three percent difference is not statistically significant).

Table 4: Participation in Formal Programs by Gender

Program (percentage taking program in last two years)	Women	Men	Total
courses towards a M.Ed./university degree, etc.*	26	17	23
additional qualifications (AQ) courses*	30	20	27
principal's or supervisory course	3	3	3
"training the trainer courses"	22	22	22
two day workshops/courses with follow-up activities*	37	26	33
two day workshops/courses, no follow-up activities**	38	26	34
one day or half-day programs*	78	67	74
attended conference or institute	62	65	63

* statistically significant difference (.05)
** statistically significant difference (.01)

Variation in participation is also evident with respect to the number of years of teaching experience. Those teachers with less experience were more likely to be taking courses towards a M.Ed and additional qualifications courses. While 45 and 56 percent of teachers with six or fewer years of teaching experience had taken these courses in the last two years, only about 12 percent of teachers who had 20 or more years of teaching experience had taken these course. Conversely, about 30 percent of teachers with 16 or more years of experience reported taking "training the trainer courses" in the last two years but only 10 percent of teachers with six or less years of experience had participated in these formal learning programs in the last two years. No doubt these differences in participation, according to years of teaching, mimic well established career paths for teachers.

Table 5: Participation in Formal Programs by Number of Years in Teaching

Program (% last two years)	<6 yrs (n=96)	6-10 (n=86)	11-15 (n=82)	16-20 (n=64)	21-25 (n=122)	>25 yrs (n=60)	Overall (n=510)
courses towards a M.Ed., etc.***	45	23	22	27	12	10	23
AQ courses***	56	27	26	27	12	12	27
principal's or supervisory course	-	2	6	6	3	2	3
"training the trainer courses"**	10	16	23	30	25	33	22
two day workshops/courses with follow-up activities	30	31	33	42	34	33	33
two day workshops/courses, no follow-up activities	34	40	28	38	34	28	34
one day or half-day programs*	72	71	79	75	75	75	74
attended conference or institute	62	51	63	77	62	65	63

* statistically significant difference (.05)
** statistically significant difference (.01)
*** statistically significant difference (.001)

With respect to variation in participation in formal programs according to teaching status and level of teaching, two general trends are present. First, survey respondents who were not teaching when the survey was conducted (the end of the 1997-98 teaching year) were, in general, more likely to have participated in several of the formal learning programs than those survey respondents who were teaching. Second, with the exception of taking courses towards a M.Ed or other university courses, teachers in high school settings were less likely to have participated in the formal learning programs in the last two years than elementary and junior high teachers.

Table 6: Participation in Formal Programs by Teaching Status and Grades Taught

	Teaching			
Program (percentage taking program in last two years)	Not Teaching (n=97)	JK-Gr 8 (n=253)	Gr 9-OAC (n=160)	Overall (n=510)
courses towards a M.Ed./university degree, etc.	23	21	28	23
additional qualifications (AQ) courses	25	31	22	27
principal's or supervisory course**	8	2	1	3
"training the trainer courses"***	36	23	12	22
two day workshops/courses & follow-up*	42	33	29	33
two day workshops/courses, no follow-up**	46	33	28	34
one day or half-day programs*	75	79	66	74
attended conference or institute	73	60	61	63

* statistically significant difference (.05)
** statistically significant difference (.01)
*** statistically significant difference (.001)

Differences in participation rates for the eight types of formal programs by school location were less marked than variation according to the characteristics of the teacher (Table 7). Indeed the difference according to location does not suggest any clear pattern.. We did find that survey respondents who report their school is located in a rural location were more likely to have reported that they had taken courses towards a M.Ed. or other university courses in

the past two years. One third of teachers located in rural school had taken these courses but only 22 percent of teachers in more suburban locations and 17 percent of teachers in more downtown locations reported taking these courses in the last two years. On the other hand, we find that teachers whose schools were located in downtown locations were more likely to have participated in a two day workshop or course with follow-up activities (44 percent) than were teacher in suburban (31 percent) or rural locations (33 percent). Unlike gender or grades taught, the patten does not sem to suggest systematic differences--the differences seem to be more random.

Table 7: Participation in Formal Programs by Location of School

Program (percentage taking program in last two years)	Downtown (n=115)	Suburban (n=303)	Rural (n=92)	Overall (n=510)
courses towards a M.Ed., etc*.	17	22	33	23
additional qualifications (AQ) courses	28	27	26	27
principal's or supervisory course	4	3	2	3
"training the trainer courses"	22	20	30	22
two day workshops/courses with follow-up*	44	31	27	33
two day workshops/courses, no follow-up	33	34	36	34
one day or half-day programs*	77	73	76	74
attended conference or institute	67	61	63	63

* statistically significant difference (.05)

There were no significant differences in the likelihood of teachers participating in any of the eight activities according to the size of the community in which the teacher's school was located (data not shown).

In summary, differential rates of participation were found according to the characteristics of the teachers themselves, with respect to levels of participation in each of the eight types of formal activity asked about in the survey. For one of these differences, years of teaching, the variation seems to relate to different stages in teachers careers. For example, younger

teachers are more likely to be taking courses towards post graduate degrees but older teachers are more likely to be taking courses designed to assist them in working with their colleagues (perhaps younger colleagues) as evidenced by their higher level of participation in the "training the trainer courses." Reasons for the variation in participation rates according to level of teaching and gender are not so readily apparent, But, given that female teachers are more likely to teach the younger grades, these findings are unlikely to be independent.

Participation in Informal Learning Activities

Teachers were also asked about their participation in informal professional learning activities over the last two years. A list of 23 specific informal activities were asked about in the survey. The list of activities and the percentage of teachers who participated in each type of informal activity is indicated in Table 8.

The informal professional learning activities most often engaged in by teachers over the last two years were related to reading: 82 percent of teachers reported that they regularly read a journal or magazine for educators, 85 percent read books related to teaching while almost two thirds of the teachers read books on more general education themes. Given the amount of reading completed as informal professional learning it is not surprising to find that two thirds of teachers made use of libraries or the internet.

Given the priority teachers placed on curriculum issues is not surprising that 58 percent of the survey respondents served on a body that dealt with curriculum issues in their school. Only 17 percent of teachers reported that they had developed curriculum materials for use beyond their school. These two findings about informal professional learning with respect to curriculum issues suggest that each school is dealing with similar curriculum issues, but that as of the last school year, there had been limited sharing of learning experiences between teachers from different schools.

Table 8 Participation in Informal Learning Activities

Activity	number	percent
Participated in an exchange program, study tour or similar experience	27	5
Acted as an associate teacher and/or coordinated practicums	130	27
Served on a school body dealing with issues of curriculum, assessment or	288	58
Served on a school body dealing with issues of school administration,	242	49
Served on your local school council/other school governance committee	113	23
Served on some other committee or body at your school	370	75
Served on a body dealing with educational issues, involving organizations	157	32
Worked on an action research project	64	13
Was involved in a peer review	86	18
Was involved in an informal study or discussion group with other staff	304	62
Took on a mentoring role, e.g. orienting a new teacher to your school	218	45
Took a recognized mentoring role toward students and/or served on a	129	26
Made a presentation to other staff in your school	249	51
Helped organize a conference, or an event such as a job or science fair	156	32
Wrote an article for a publication (by school or an outside organization)	93	19
Made a presentation at a conference or other setting outside of your school	120	25
Delivered an Additional Qualification course	13	3
Developed curriculum/training materials for use beyond your school	85	17
Communicated to other educators via computer conferencing, e-mail, etc.	226	46
Regularly read a journal or magazine for educators	410	82
Read books on specific issues/subject areas elated to your teaching	434	85
Read books on more general themes in education or educational theory	310	63
Researched a question through a library search or using the Internet	339	67

Informal learning activities (not already mentioned) in which about half or more of the teachers participated in over the last two years included:

a, served on a school body dealing with issues of school administration;
b, served on some other committee or body at your school;
c, being involved in an informal study or discussion group with other staff;
d, taking on a mentoring role, for example orienting a new teacher to the school;
e, making a presentation to other staff in your school; and
f, communicating to other educators via computer conferencing, e-mail, etc.

Almost all teachers reported participation in some form of informal professional development over the last two years. About half of the teachers reported engaging in one to eight different forms of activity. Only six of the 510 teachers or 1 percent of all teachers did not report participation in any of the 23 activities listed and only 12 or about 2 and one-half percent of the teachers reported involvement in 18 to 20 activities. No teachers reported more than 20 activities. Overall there is more participation in informal professional learning activities than in formal ones--not surprisingly as 23 informal activities were listed and only 8 formal activities were listed. Of course the longer lists also represents the greater scope for informal activities available to teachers in comparison to the formal programs offered.

Given the large number of informal programs available it is not reasonable to examine variation in participation rates by each of the five characteristics (gender, years teaching, etc.) used in earlier sections of the report. (Such comparisons would require tables with 23 rows and several columns.) However, in order to determine if variation exists, the rate of participation was grouped into five categories: participated in less than five activities in the last two years, participated in five to seven activities, eight or nine activities, 10 to 12 activities and 12 to 20 activities. Participation rates for these five groups were then cross tabulated for gender, years of teaching, level of teaching, location and size of community in which the school was located.

There was no statistically significant variation in participation rates according to gender (p = .734), location (p = .962), and size of community (p =.508). Variation in participation rates did vary by years of teaching and grades taught.

Table 9 Number and Percentage of Teachers Participating in Informal Programs

# of informal	# of teachers	% of teachers
none	6	1
one	6	1
two	14	3
three	24	4
four	26	5
five	30	6
six	45	9
seven	51	10
eight	54	10
nine	41	8
ten	52	10
eleven	26	5
twelve	34	7
thirteen	25	5
fourteen	20	4
fifteen	15	3
sixteen	15	3
seventeen	14	3
eighteen	3	1
nineteen	5	1
twenty	4	1
total	510	100

There is a positive relationship between years of teaching and participation in informal learning activities (Table 10). In general, those who have been teaching for longer periods of time report greater participation in informal learning activities. For example, 27 or 28 percent of teachers who have between 10 to 19 years of experience report participating in 13 to 20 different informal learning activities in the last two years whereas only nine percent of teachers with nine or fewer years of experience report this high level of participation. Correspondingly, when it comes to low level of engagement in informal learning activities,

between 16 and 22 percent of teachers with less than 10 year of teaching experience report participating in five or less activities the past two years. The corresponding figure for teachers with twenty or more years of experience is 10 percent.

Table 10 Participation in Formal Programs by Number of Years in Teaching

Number of Activities (% last two years)	<6 yrs (n=96)	6-10 (n=86)	11-15 (n=82)	16-20 (n=64)	21-25 (n=122)	>25 yrs (n=60)	Overall (n=510)
less than five activities	23	16	17	11	11	10	15
five to seven	32	31	17	22	25	17	25
eight or nine	16	21	20	13	22	18	19
ten to twelve	20	22	21	28	15	35	22
thirteen to twenty	9	9	26	27	28	20	19

There is statistically significant difference (.002) for the distribution as a whole.

Differences with respect to teaching status and grades taught are equally sharp. Teachers who were not engaged in teaching in the year that the survey was conducted were considerably over represented among those who had high levels of participation in informal professional learning activities (Tables 11). Thirty-nine percent of those who did not teach engaged in 13 or more activities where as the average for those who did teach was about 16 percent. Interestingly, those who did not teach were also over represented among those who participated in few informal activities in the last two years (they were under represented in the 5 to 12 groupings). The differences according to grade level taught are smaller and less systematic. High school teachers are both over represented in the 13 to 20 group (19 percent to 13 percent and over represented in the five to seven group (28 to 25 percent). They are also under represented in the eight to nine group (15 to 24 percent).

Table 11 Participation in Formal Programs by Teaching Status and Grades Taught

Number of Activities (% last two years)	Not Teaching (n=97)	JK-Gr 8 (n=253)	Gr 9-OAC (n=160)	Overall (n=510)
less than five activities	20	14	14	14
five to seven	18	25	25	28
eight or nine	9	24	15	19
ten to twelve	14	24	24	22
thirteen to twenty	39	13	19	20

There is a statistically significant difference (.000) for the distribution as a whole.

SUMMARY

Most teachers engage in a significant amount of informal learning activities. Teachers with reduced teaching loads for a year and those with more experience have higher participation rates than other teachers. Unlike as was the case for formal learning activities there are no differences according to the gender of the teacher, the location of the teachers school or the size of the community in which the school is located.

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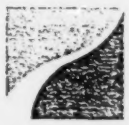

Ontario College of Teachers

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PROFESSIONAL LEARNING: A SURVEY BY THE ONTARIO COLLEGE OF TEACHERS

Institute for Social Research
York University

February 1999

Part 1: Your Recent Professional Learning

Professional Learning is defined as any learning activities you undertake with the deliberate intention of gaining additional skills, knowledge and understandings related to your teaching. In this first section of the questionnaire, we ask you to think about your professional learning activities **in the last two years. This includes the 1996-97 and 1997-98 school years and the preceding summers.**

Listed below are activities typically associated with professional learning. Please indicate which of the following activities you have participated in at any time in the last two years.

1. Formal Programs	Yes	No
a. Course(s) toward a M.Ed. or some other university degree or additional courses relevant to your subject/specialty area	1	2
b. Additional Qualifications (AQ) course(s)	1	2
c. Principal's or supervisory officer's course	1	2
d. "Training the trainer courses" designed to teach you to teach other staff	1	2
e. Courses or workshops lasting two days or more with scheduled follow-up activities	1	2
f. Other courses or workshops lasting two days or more	1	2
g. One day or half-day programs	1	2
h. Attended a conference/institute in some way related to your work	1	2
2. Professional Relationships		
a. Participated in an exchange program, study tour or similar experience	1	2
b. Acted as an associate teacher and/or coordinated practicums	1	2
c. Served on a school body dealing with issues of curriculum, assessment or other issues of teaching/learning	1	2
d. Served on a school body dealing with issues of school administration, student discipline, budget or other matters not directly concerned with teaching	1	2
e. Served on your local school council or other school governance committee	1	2
f. Served on some other committee or body at your school	1	2
g. Served on a body dealing with educational issues, involving organizations beyond your school	1	2

3. Leadership Responsibilities	Yes	No
a. Became a department/organizational unit head or something similar	1	2
b. Took on some other managerial role	1	2
c. Made some other change of job within the school	1	2
d. Was seconded to a position in another organization (e.g., from a school to a board office or the Ministry)	1	2
e. Made some other change of job involving a new work organization	1	2
f. Experienced a substantial change in the responsibilities of your current job	1	2
4. Other Activities		
a. Worked on an action research project	1	2
b. Was involved in a peer review	1	2
c. Was involved in an informal study or discussion group with other staff	1	2
d. Took on a mentoring role, for example in orienting a new teacher to your school	1	2
e. Took a recognized mentoring role toward students and/or served on a student advisory committee	1	2
f. Made a presentation to other staff in your school	1	2
g. Helped organize a conference, or an event such as a job or science fair	1	2
h. Wrote an article for a publication put out by your school or an outside organization	1	2
i. Made a presentation at a conference or other setting outside of your school	1	2
j. Delivered an Additional Qualification course	1	2
k. Developed curriculum/training materials for use beyond your school	1	2
l. Communicated with other educators through computer conferencing, e-mail, etc.	1	2

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5. **Informal Learning Activities**

Please indicate if you have done any of the following in the last two years.

	Yes	No
a. Regularly read a journal or magazine for educators	1	2
b. Read books on specific issues/subject areas related to your teaching	1	2
c. Read books on more general themes in education or educational theory	1	2
d. Researched a question through a library search or using the Internet	1	2

6. Please briefly describe any other activities in which you've participated over the past two years that have resulted in professional learning related to teaching and education.

_____

_____

_____

7. In a typical **week**, about how many **hours** would you spend in each of the following **informal** learning activities. Just give us your best estimate.

	Number of Hours
Informal professional learning activities and projects you undertake on your own	___ ___
Informal professional learning activities or projects you undertake with others	___ ___

8. Please indicate if these topics were covered through **informal** learning activities?

	Yes	No
a. Classroom management and student discipline	1	2
b. Teaching strategies	1	2
c. Leadership in education	1	2
d. Curriculum materials	1	2
e. Staying current or upgrading your subject area	1	2
f. Career planning	1	2
g. Policy changes affecting curriculum	1	2
h. Ethical and legal issues in teaching and education	1	2
i Assessing and reporting student learning	1	2
j. Policy changes in testing and standards	1	2
k. Dealing effectively with students with differing levels of ability	1	2
l. Dealing effectively and fairly with students from a diversity of cultural and social backgrounds	1	2
m. Understanding how recent political and social changes are affecting schools and teachers	1	2
n. Knowing how to use computer technology in your program	1	2
o. Knowing how to use computer networks like the Internet for communicating and gathering information	1	2
p. Working more effectively on committees and councils with parents and members of the community	1	2
q. Learning how to deal with student conflict and violence in schools	1	2
r. Are there any other informal learning activities you participated in? Please *describe:*	1	2

_____

9. **Formal Programs**

a. Have you taken any **formal** programs in the last two years?

Yes 1
No ..... (*Go to question 10*) 2

b. **Overall**, how would you rate the **quality** of the **formal programs** (Additional Qualification courses, in service workshops or university degree courses) you have taken in the past two years?

Consistently high 1
Generally high 2
Mixed 3
Generally poor 4
Consistently poor 5

c. **Overall**, how would you rate the **usefulness** of the **formal programs** you have taken in the past two years?

Consistently high 1
Generally high 2
Mixed 3
Generally poor 4
Consistently poor 5

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10. How much importance do you attach to each of the following in assessing how useful a **formal** program has been to you as professional learning? Please write in the number on the space provided that best represents your view.

A Great Deal	Quite a Lot	A Fair Amount	Little	None
1	2	3	4	5

a. I can use what I learn almost immediately in my teaching ..... ____

b. I get recognition at my school for completing the program ..... ____

c. I have a better chance of promotion and a salary increase by completing the program ..... ____

d. I have the opportunity to share ideas and experiences with other staff ..... ____

e. I am inspired to learn more about the topics covered ..... ____

f. I am able to refine my philosophy of teaching or education ..... ____

g. I am able to contribute more to discussions of professional issues at my school ..... ____

h. I am able to contribute more to planning and review activities at my school ..... ____

i. I gain greater understanding of how education is changing ..... ____

j. The program involves follow-up activities that reinforce my learning ..... ____

k. The program fits in well with others I have taken ..... ____

l. The instructors paid attention to my individual interests and learning priorities ..... ____

m. The program fits in well with informal learning I have been doing ..... ____

n. The program fits in well with the issues staff in my school have been talking about ..... ____

11. How would you rate the importance of what you learned in **formal** programs compared to what you learned through **informal** learning activities?

More important 1
About the same 2
Less important 3

12. Please comment on why you rate it as more or less important.

_____

_____

_____

13. How do you prefer to learn? (*Circle one only.*)

Formal programs 1
Through informal learning activities undertaken with others 2
By learning on your own 3
No preference or depends on the topic 4
By combining formal programs and informal learning 5

13b. Please explain.

_____

_____

_____

Part 2: Needs and Resources

1. Please tell us if you agree or disagree with each of the following statements. Please write in the number on the space provided.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
1	2	3	4	8	9

a. I feel very much in control of the directions my professional learning takes ..... ____

b. The pressure to upgrade my professional skills and knowledge has increased a lot in the last two years ..... ____

c. With the number of years I've spent in education, I no longer feel much pressure to upgrade my skills and knowledge ..... ____

d. Changes outside my school rather than my own interests are determining my priorities for professional learning ..... ____

e. I feel a lot of pressure from the administrators to upgrade my skills and knowledge ..... ____

f. I feel a lot of pressure to keep up with students, for example, in computer technology and understanding youth culture ..... ____

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
1	2	3	4	8	9

g. PD days provide most of the professional learning I need in a year ..... ____

h. There are ups and downs to my professional learning; in some years I can make it a priority but in other years my time is claimed by other responsibilities ..... ____

i. As I become more experienced I find my interests in professional learning have become much more focused ..... ____

j. There is a very limited range of professional learning programs available in my area ..... ____

k. I find that the programs offered on PD days are not a good fit with my needs and interests ..... ____

l. My priorities for professional learning are shared by many other staff at my school ..... ____

m. At my school staff **do not** have a lot of opportunity to learn from one another ..... ____

n. My school culture encourages professional learning ..... ____

o. Most of the time I can find the professional learning programs and resources I need ..... ____

2. Please indicate whether each of the following is currently available to you in your school.

	Yes	No
a. A library or resource collection specifically for professional learning	1	2
b. A staff room or lounge which is suitable for small discussion groups	1	2
c. An effective way of publicizing opportunities for professional learning	1	2
d. An active inservice program	1	2

3. From the list below please indicate your **top three priorities** for your own professional learning in the next two years. Write "1" for your first priority, "2" your second, and "3" for your third. **Please avoid tied ranks and only select three (3) items.**

Rank

a. Assessing and reporting student learning ..... ____

b. Becoming a more effective associate teacher or mentor ..... ____

c. Classroom management and student discipline ..... ____

d. Curriculum materials ..... ____

e. Dealing effectively and fairly with students from a diversity of cultural and social backgrounds ..... ____

f. Dealing effectively with students with differing levels of ability ..... ____

g. Improving communication skills in general ..... ____

h. Knowing how to use computer networks like the Internet for communicating and gathering information ..... ____

i. Knowing how to use computer technology in your program ..... ____

j. Implementing new curriculum into student programs ..... ____

k. Managing student assessment and analyzing results to improve student programs ..... ____

l. Teaching strategies ..... ____

m. Understanding how recent political and social changes are affecting schools and teachers ..... ____

n. Other _____

_____

4. Please indicate where you have access to the Internet for teaching resources.

At school 1
At home 2
Both home and school 3
Neither 4

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5. Overall, how satisfied are you with the opportunities for professional learning you have had in the past two years?

Very satisfied 1
Somewhat satisfied 2
Somewhat dissatisfied 3
Very dissatisfied 4

6. Please indicate how much encouragement each of the following were to your professional learning over the past two years.

	Strongly Encouraged			Strongly Discouraged	Not Applicable
	1	2	3	4	9
a. Own interest					____
b. Own energy level					____
c. Supervisors					____
d. Other staff					____
e. Family commitments					____
f. Work load					____
g. Changes in your work					____
h. Range of programs/resources available, accessibility of programs/resources					____
i. Cost of programs					____

7a. Was there anything else that strongly encouraged or discouraged your professional learning?

Yes, strongly encouraged 1
Yes, strongly discouraged 2
No 3

7b. Please explain.

_____

_____

_____

Part 3: Your Background

In this section we ask questions about your professional and personal background. It is important for us to know whether College members' views differ according to their situation, for example, the level at which they teach or their length of service. Any information you provide will be kept **strictly confidential**.

1. What grade(s) are you teaching this year? (*Please circle all that apply.*)

JK K 1 2 3 4 5 6 7 8 9 10 11 12 OAC

Not applicable 99

2. How many teachers are employed at your school?

Number of teachers ..... __ __ __

3. Which of the following is closest to the population of the city or town where your school is located?

1,000,000 01
500,000 02
100,000 03
50,000 04
25,000 05
10,000 06
5,000 07
1,000 08

4. Is your school located in a downtown, suburban or rural area?

Downtown 1
Suburban 2
Rural 3

5. Do you currently hold a leadership position (such as a department head, etc.) while teaching?

Yes 1
No 2

6. For how many years have you been employed in education? Please write in the number of years.

Number of years ..... __ __

7. Is education your first career or did you previously hold other types of positions?

Education is a first career 1
Held other types of positions 2

8. Do you have any of the following qualifications? (*Please circle as many as apply.*)

Additional Basic Qualification (ABQ) 1
Additional Qualification (AQ) 1
Specialist or Honour Specialist Qualification 1
Principal's Qualification Program (PQP) 1
Supervisory Officer's Qualification Program (SOQP) 1

Please add any comments or thoughts you want to share with us.

Thank you very much for your co-operation.

Summary Information will be shared with Committees of the College and College members through web-site posting and/or *Professionally Speaking/Pour parler profession*, the College's quarterly magazine.